

Field Feedback Meeting 3a

CTE Program Audit & Technical Assistance, Part I

If you would, please 'rename' yourself to include your full name and district/organization.

Thank you!

Monday, April 5, 2021

4:00-5:30pm EST



Agenda

- Welcome and brief introductions
- Meeting objectives:
 - Reviewing high-level overview of past feedback meetings: *CLNA, Reserve Funds, and Perkins Funding Application*
 - Grounding ourselves in the 2012 CTE Regulatory Language
 - Sharing exemplars from other states
 - Understanding the field's needs and concerns
- Stakeholder feedback session
- Reflections and next steps

Comprehensive Local Needs Assessment Takeaways

On March 10, RIDE held its first Field Feedback meeting on the CLNA.

Positives	Opportunities to Improve	Sharing Out
<ul style="list-style-type: none">▪ That it got done despite tough circumstances!▪ RIDE flexibility with support & guidance and extensions, when needed▪ Opportunity to sit down and really look deeply at the data which was informative and helpful	<ul style="list-style-type: none">▪ CLNA format needs to be streamlined, questions were too repetitive▪ Specific guidance on what data to collect and then how to compile and format this data▪ Ability to embed images	<ul style="list-style-type: none">▪ Have a standard format for a summary document that every LEA uses▪ Engage school committees/boards with a biannual presentation▪ Look at what other states have done in terms of formatting and sharing

Perkins Reserve Fund Takeaways

On March 24, RIDE held its second Field Feedback meeting on Perkins Reserve Funds.

CTE Teacher Grant	Others: Equity, Career Exploration, & Postsecondary Partnerships	Timeline
<ul style="list-style-type: none">▪ No Title 1 restriction▪ Mixed response to the teacher ‘owing’ years of service; in any case, all agreed that it would be difficult to implement▪ Don’t make the teacher cost-share▪ Will be difficult this year for the LEA to cost-share with RIDE as budgets are already set	<ul style="list-style-type: none">▪ Doing all 3 grants separately is unwise. Mixed response about which other ones to prioritize, suggestion to offer a selection since every LEA has a different need▪ Suggestion and excitement over the possibility of aligning all 3 of these grants in one application	<ul style="list-style-type: none">▪ Definitely execute the CTE Teacher grant but allow for more planning for the others▪ Since we can carry funds over, no need to rush▪ Can even consider implementation for SY 22-23, thereby making SY 21-22 the planning year

Perkins Funding Application Takeaways

On March 31, RIDE held its third Field Feedback meeting on the Perkins Funding Application.

Positives	Opportunities to Improve	Sharing Out
<ul style="list-style-type: none">▪ Okay system once you 'know' how to use Accelegrants▪ Budget portion was straightforward▪ Now that the whole process is known (i.e., how CLNA informs the local funding application) it will be easier next time around▪ Great to have actual data inform fiscal decisions	<ul style="list-style-type: none">▪ Offer Accelegrant trainings, an exemplar, and common language to use▪ Provide opportunities within the CLNA to begin 'brainstorming' how to spend Perkins dollars▪ Retool the SMART goals section, as it wasn't designed for overlapping goals▪ CTSOs need to be supported, difficult through set-aside▪ Need for a separate postsecondary application▪ Intentional collaboration between LEA program and business people	<ul style="list-style-type: none">▪ Have a uniform template, a one-page overview to share out to stakeholders▪ Positive opportunity for LEAs to come before the CTEBOT for feedback in the fall to share how needs and money are aligned and then to iterate accordingly through an upcoming amendment process in the winter

2012 CTE Regulatory Language

Regulations of the Board of Regents Governing Career and Technical Education in Rhode Island

4.1 Career Preparation Program Standards

The Regents shall adopt career preparation program standards that are consistent with federal requirements and that reflect research and national best practice. Career preparation program standards shall be clearly and fully communicated to all LEAs and shall establish expectations in areas that include but are not limited to: (1) policies and procedures, (2) partnerships, (3) program operations, (4) staffing, certification, and professional development, (5) curriculum, instruction and technical skill assessment, (6) supplemental and support services, and (7) secondary to postsecondary transition.

Career preparation program standards shall be reviewed no less than every five years.

Program Audit Exemplars

AdvanceCTE shared best practices from several states to guide our thinking as we determine RI's approach.

Florida

- Beginning in 2020-21, the state is shifting towards state-model programs of study and plans for 75 percent of secondary CTE learners within each local recipient to be served by programs of study by 2023-24.
- The state will annually make recommendations to the Governor to eliminate CTE program offerings that are not aligned to market demands. Occupations and industries identified by CareerSource Florida and Enterprise Florida, the state's economic development organization, will be prioritized when considering new programs.

Ohio

- The Ohio Department of Education (ODE) and the lead district of each secondary Career-Technical Planning District (CTPD) are required to conduct an annual review for each CTE program within the planning district.
- The review is based on outcome data: technical skills assessment passing rate and participation rate, and post-program placement

Program Audit Exemplars

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Missouri

- Under Perkins V, Missouri created a re-approval process and transitioned to monitoring every 2 years instead of 3.
- Launched the Common Criteria and Quality Indicators (CCQI) program improvement tool in 2018
RUBRIC: <https://dese.mo.gov/sites/default/files/cte-ccqi-for-secondary-ce-programs.pdf>

Indiana

- Indiana is an undertaking of an extensive redesign of CTE programs of study (“Next Level Programs of Study”) to increase the quality and alignment between secondary and postsecondary CTE programs. The new programs of study will be fully phased in by 2023.
- Each newly designed Next Level Program of Study will be structured around several sequenced courses bridging secondary and postsecondary CTE, and the state intends to help all eligible Perkins recipients’ transition to using them over the next few years.

Offering Feedback

RIDE is committed to understanding the field's need and concerns with implementing a CTE program audit:

What would you want an audit process to look like?

What value can you see in a program audit?

What kind of **timeline would** make sense (i.e., staggered **rollout**, pilot approach, **etc.**)?

What kind of activities would make sense to include (i.e., site visits, student interviews, quantitative data, etc.)?

What other key concerns and/or opportunities would you like us know?

Reflections

What were the main takeaways from each breakout room?

**What would you want
an audit process to
look like?**

**What kind of timeline
would make sense
(i.e., staggered, pilot
approach, etc.)**

**What value can you
see in a program
audit?**

**What other key
concerns and/or
opportunities would
you like us know?**

Upcoming Field Feedback meetings

In order to understand the field's perspective on the best way to operationalize the requirements of Perkins V, RIDE is proposing a series of Field Feedback meetings to take place in March and April.

- RIDE is proposing a series of five facilitated feedback meetings:
 - ~~Meeting 1: Comprehensive Local Needs Assessments (CLNAs) (60 minutes) Week of 3/8~~
 - ~~Meeting 2a: Perkins formula funds, Part I (90 minutes)~~
 - ~~Meeting 2b: Perkins formula funds, Part II (60 minutes)~~
 - ~~Meeting 3a: CTE Program Audit & Technical Assistance, Part I (90 minutes)~~
 - Meeting 3b: CTE Program Audit & Technical Assistance, Part II (60 minutes) **4/14, 4-5pm**

**Invitations, agendas, and Zoom details will be shared beginning week of 3/1 in the Commissioner's weekly field memo*